

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Thomas A. Edison Elementary
Local Education Agency Name	School City of Hammond
School Year	2019-2020

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Name	Stakeholder Group(s)	Role(s)
Lynn Lange	Building Administration	Principal
Stephanie Kovacik	Building Administration	Assistant Principal
Jennifer Meyer	Staff	Instructional Coach
Diana Del Rio, Nancy Johnson	Staff	Preschool teachers
Kim Doppler	Staff	Kindergarten teacher
Mary Cain	Staff	First grade teacher
Alison Simon	Staff	Second grade teacher
Marybeth Michalak	Staff	Third grade teacher
Jennifer Wolf	Staff	Fourth grade teacher
Laura Walker	Staff	Fifth grade teacher
Cheryl Jones	Staff	Special Education teacher
Cristal Alas	Staff	Language Development teacher

II. Develop a vision of excellence

Vision of Excellence

Edison Elementary strives to ensure all students have the social, emotional, and academic skills essential for each student to reach his or her highest potential. Our purpose is to engage students in learning opportunities in a safe, nurturing, and supportive environment in which students become lifelong learners, and caring and productive citizens, ready for the growing demands of the modern, technology-based world. Collectively the staff of Edison Elementary will provide students with the foundational learning experiences essential to their future success in progressing through middle school into high school and ultimately graduating college and career ready.

We aspire for all our students to find success and happiness beyond the walls of our classrooms. As such, we seek to develop learners who can persevere through current and future circumstances and become productive citizens who contribute to the communities in which they live and work. Further, we aim to ensure all students make one or more academic year's growth, receive grade level content, and achieve an academic standing that is equivalent to their peers nationwide. We expect our students to consistently make good choices, demonstrate a strong work ethic, and take pride in the achievements that result from giving their personal best. We strive to inspire curiosity, and instill a desire for further learning. We will maintain the high expectations for our students that they deserve, and work with them in providing the necessary interventions needed for students to achieve, grow, and overcome mistakes.

The teachers and staff of Edison Elementary are committed to ensuring the future success of our students. It is our responsibility to know and teach the rigor demanded by our grade level curriculum and standards. We adhere to a "kids first" mindset, and recognize that our collective beliefs about our students abilities enables their success. Additionally, we will provide our students with evidence-based instruction that fosters the critical thinking and problem solving needed to ensure students' cognitive and emotional engagement to the learning process. Data will be utilized to modify and differentiate instruction to ensure the needs of all students are met. Edison Elementary staff will communicate frequently with parents about their child's progress and accomplishments. We will model for students the traits and skills that will facilitate not only their academic growth but also the social-emotional growth that will be essential to their future success. This modeling will include a devotion to lifelong learning demonstrated by our commitment to continuous improvement through on-going professional development.

Partnerships with teachers, parents, and community organizations are vital to Edison's continuous improvement. We are devoted to on-going and new partnerships within our community that facilitate and expand our ability to provide students with educational equity

and increased opportunities. As members of the Hammond community, we value the knowledge and expertise our community partners can provide.

We aspire for all students to maintain steady and continuous growth, as identified by formative, interim and summative assessments, that will allow each student to achieve at or above grade level standards. However, increased test scores and academic achievement will be the by product of our devotion to our “whole child” approach towards education. We desire for our students to demonstrate the confidence, kindness, compassion, and empathy needed to be able to work with others and build the characteristics required for future success in their families, careers, and communities.

III. Create a school profile

School Profile

Thomas A. Edison Elementary School is part of a large urban district. We are one of the largest of the 14 elementary buildings with over 670 students. About 77% of these students are designated to receive free or reduced breakfast and lunches. Because of this status and a similar status across the district, all students in the building were able to receive a free breakfast and lunch daily this past school year. Our school feeds into Gavit Middle/High School, grades 6-12.

Our student population is approximately 49% Hispanic, 31% African American, 16% White, and 5% multiracial. Approximately 18% of our students are English Language Learners who receive support from our Language Development Program. All communication between school and home is provided in both English and Spanish. We provide many opportunities to learn more about different cultures by integrating it into our daily curriculum and planning cultural nights and fests for families to attend where educational information and resources are shared in a fun environment.

Edison currently has a staff of 28 PreK-5th grade classroom teachers supported by a media tech, psychologist, case manager, full-time nurse, art teacher, one full time and one part time music teacher, one full time and one part time physical education teacher, one LDP teacher, one full-time speech language pathologist, part-time occupational and physical therapists, and two special education teachers. 20 paraprofessionals also support student learning through Title 1, instructional supports, and Language Development Program support. Ongoing professional development and support is also provided by an instructional coach. The building administration consists of a Principal, and Assistant to the Principal, who are supported by a school secretary and office manager, both of whom are bilingual.

Vision

Edison School's Vision Statement: At Edison Elementary, students, staff and the local community work together to create an enthusiastic learning environment that fosters

being responsible, respectful, and safe to ensure each student learns to their potential and becomes a positive contributor to society.

Mission Statement

Mission Statement: Strive for Five! 1) Be respectful. 2) Be responsible. 3) Be safe. 4) Come to school every day on time. 5) Learn something new today!

Core Beliefs or Core Values

- 1) We believe in creating a supportive and challenging environment for all students.
- 2) We believe that staff, students and parents must work together to maintain a collaborative relationship.
- 3) We believe that data-driven instruction is essential in meeting students' learning goals.
- 4) We believe that all students can learn and grow.

Student Demographics

Detailed demographic data for Thomas A. Edison Elementary can be found [here](#).

Staff Demographics

During the 2018-2019 school year, approximately 87% of certified staff were white. However, our support and classified staff was much more diverse with about 47% hispanic, 31% white, and 22% black. Specific data regarding staff demographics may be found [here](#).
(Please note that the staff demographics tab is the ninth tab in the spreadsheet. Please scroll over to locate this tab.)

Student Behavior

Survey data demonstrates that students, staff, and parents feel that Edison promotes a safe school environment. Our staff is committed to providing a safe and secure learning environment. At the beginning of the school year and throughout the year, school personnel are provided professional development relating to preventing and effectively responding to student misbehavior. Specific procedures for professional staff are outlined in the Staff Handbook, which is updated and annually distributed to all staff at the beginning of the school year.

We hold special bullying and safety programs in our building. Our staff integrates character education and bullying prevention into their daily curriculum. Starting last school year, a whole school character education program, focusing on a character trait a month, was carried into all areas of the building.

All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. All persons requesting to sign a child out must present identification which is verified by our office staff.

(Specific data regarding student behavior may be found [here.](#))

Student Academic Outcomes

We have worked very hard over the last five years to ensure that data is driving classroom instruction. We developed a more concrete process for frequently analyzing formative and summative student data within our building. Every school year, we continue to improve this process, so it becomes naturally integrated into teachers' planning. The leadership team meets with each grade level team to have data talks and reflect on student results. We set high expectations for students and communicate these expectations to students and parents. Teachers regularly hold data talks with students, and they are held more accountable for their learning by setting learning goals and tracking their progress, especially after summative assessments. We work hard to create a supportive and challenging environment for all of our learners.

(Detailed information is available [here.](#))

Summary of Current School Improvement Strategies

The goals and strategies in this plan are influenced by the ongoing work of our staff as a part of whole-staff meetings, within grade level teams, and within committee work. There is a continuous process in place to monitor and reflect on school-wide data relating to our goals. Student achievement data is analyzed during staff meetings, team meetings, and leadership meetings through a three-question process: 1) What do you notice in the data? 2) What are you wondering about the data? 3) What can we infer from the data in order to improve our practices? Our school improvement strategies focus on data collected from the previous year's student achievement data, along with observing trends in our historical data from local and state assessments.

This year, we will begin to go beyond the three-question process and dig deeper, and identify more specific areas of student strength and need, as well as looking more specifically at subgroup data to ensure we are able to identify if a particular subgroup(s) are underperforming. We will look at gender, black, white, hispanic, special education, and ELL subgroups throughout the year.

We also seek feedback from all of our stakeholder groups, both quantitatively and qualitatively, to help us monitor our school progress. We discuss these findings during whole-staff meetings, leadership team meetings, and committee meetings and use the results to evaluate the systems we have in place in our building.

Summary of Core Curricula

The curriculum used at Thomas A. Edison Elementary is developed by School City of Hammond. Our district elementary math curriculum is Envision, which is in our initial year of implementation. Our district is providing ongoing professional development this school year. Our district elementary literacy curriculum is Benchmark.

Summary of Formative and Summative Assessments

Thomas A. Edison Elementary utilizes different assessments to evaluate students' academic growth and achievement. This assessment data is used by our staff to drive their instruction of whole group and small group plans. Below is a list of academic and behavioral assessments used by subject and grade level.

Subject: Language Arts

Running Records (K-2); daily exit slips (K-5); normed NWEA assessment for fall, winter, and spring (K-5); IREAD-3; ISTEP+ (3-5) ; WIDA (K-5)

Subject: Mathematics

End-of-unit assessments (K-5); daily exit tickets; normed NWEA assessment for fall, winter, and spring (K-5); ISTEP+ (3-5)

High Ability Assessment

COGAT (grade 1)

Dyslexia Screening

Beginning this year, we are conducting Dyslexia Screening per the IDOE.

NWEA Skills Checklist: Phonological Awareness

NWEA Skills Checklist: Phoneme Identification

NWEA Skills Checklist: Phonics: Matching Letters to Sounds

Alphabet knowledge-Fountas and Pinnell Benchmark Assessment System

NWEA Skills Checklist: Consonant Blends and Digraphs Decoding skills

Rapid Naming-Arkansas Rapid Naming

Encoding skills-Exact Path

Behavioral

Behavioral assessments are available to assist classroom teachers and support personnel. When necessary, data from these assessments may be used as part of the functional behavior assessment process.

Summary of Academic Intervention and Enrichment Programs

The staff at Thomas A. Edison Elementary believe all students should receive rigorous instruction. We follow a multi-tiered system of support (MTSS) to meet the diverse learning needs of our students. Tier 1 instruction is differentiated by teachers according to student needs. If students require additional assistance to master learning goals, teachers collaborate with other teachers and support staff to create a plan of support. Student performance data

from the local normed assessment along with classroom formative assessments helps determine which students from every grade level receive more support in Tier 2, or Tier 3 interventions through Title 1.

Students with IEPs and ILPs receive services through special education, and Language Development instruction.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

In addition to the intervention and enrichment programs noted above, Thomas A. Edison Elementary School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. We want students to be involved in a variety of activities in and outside of school, so programs have been established to help with this. We currently offer Chess Club, Science Olympiad, Engineering, Science is Fun, Environmental Club, Student Council, and Chorus. We also invite a small group of fifth grade students, selected by their peers, to participate in the Underdogs program. This program is devoted to strengthening the infrastructure of our inclusive school by discreetly connecting and supporting our more vulnerable students. We also hold special programs and events such as Family Math and Reading Nights integrated within cultural nights where our students play a key role in performances and presentations. So participating students attend after school practices a couple of days a week to prepare.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the School City of Hammond. The corporation supports Edison Elementary School's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below

Recruitment: The corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's website and with universities across the state. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making selections. Once a candidate is selected, the Principal submits a recommendation form to the Human Resources Department, who then submits the candidates name for approval by the School Board.

Induction: The School City of Hammond provides a New Teacher Orientation to welcome and support new teachers. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.).

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Edison Elementary School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of

celebrations and recognitions include: daily shoutouts to staff and students; using Social Media (Twitter/Facebook) to highlight and celebrate good things happening in classrooms; celebrations and recognition during Morning and Afternoon Announcements; recognition at Staff Meetings.

Ongoing support is provided by the instructional coach, colleagues, and the principal in monthly staff and professional development meetings.

Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff development priorities are identified as a result of data analysis and observation. Increasing rigor in our classrooms has been a school-wide focus the past two years. Professional development, walkthrough feedback, and peer-to-peer have all been tied to rigor.

Most recently, professional development has targeted social emotional learning, growth mindset and Tier 1 behavior. Extensive training on behavior was provided last year by the leadership team, as well as support from our Case Manager and Psychologist. The focus this year will be providing more support with implementation, along with professional development on the use of differentiated strategies for both behavior and instruction, and strategies to support social and emotional learning.

Teachers are also asked to help facilitate professional development meetings when the topic falls under an area of their expertise. We provide collaboration time during a professional development meeting for peers to process the topic and come up with a plan on how to carry it into their classrooms. Another way teachers are provided with learning opportunities is when they collaborate weekly with their own grade level team members. Teachers discuss data from their classrooms and grade levels, share ideas for instruction, and reflect on what is working and not working in their classrooms for peer feedback. We also provide teachers a time to collaborate with cross-grade level teachers. This gives teachers a chance to talk about vertical alignment of the standards, develop common academic vocabulary, and reflect on data.

Summary of Teacher and Staff Coaching and Evaluation Model

A priority for Thomas A. Edison Elementary School is to empower teachers to continuously reflect on and improve their professional practice. Walkthroughs by the instructional coach and building administration are conducted regularly, along with formal teacher evaluations. In our school district, we use the National Institute for Excellence in Teaching (NIET) evaluation model for determining educator effectiveness in each of the buildings. This formal evaluation model meets the requirements set forth by the state. The building administrators observe a full lesson from each teacher two times a year, one per semester. One is announced, while the other is unannounced. This process encourages collaboration between the building

administrators and each teacher, along with ongoing coaching support by the instructional coach. The data obtained through these conversations and informal/formal observations helps guide the professional development in the building. The school leadership team also coaches teachers to work individually and collaboratively to reflect on student achievement data. As a result of this work, we are able to come together as a staff to identify school priorities and determine building initiatives. Because the staff is involved in making these decisions, there is more commitment to the teaching practices being implemented.

Summary of Key Family and Community Engagement Strategies

At Thomas A. Edison Elementary, we understand how important it is for our families and community members to be involved in our school. Working closely with the leadership team, we have a family involvement coordinator, whose role it is to plan and implement family engagement services and events that work toward the vision of our building. Communication with families and the community may occur via:

The school website which includes timely information (e.g. school calendar, scheduled events) and references to specific information, such as staff contact information and resources for parents and students;

Social Media pages, FaceBook and Twitter, are maintained by the Principal and are updated several times throughout the week.

Text reminders of important events, such as parent-teacher conferences, and text alerts when emergencies and/or school delays/cancellations occur;

Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior;

All Calls to make families aware of important school announcements, delivered in both English and Spanish;

Monthly Calendars are sent home, in both English and Spanish, to all families to keep them informed of events taking place throughout the month.

Parent-Teacher Conferences, which are held in the fall and spring for all students to discuss student academic concerns, testing results, and any parent concerns;

PowerSchool, which is our online database management system in the district, has been recently adopted by our district. Parents can access up-to-date information about their child, including grades, behavior, and attendance; and

Fliers advertising an upcoming school-related event.

Current family activities include:

Annual parent meetings;

Parent Workshops;

Monthly PTA meetings, convened by PTA officers;

PTA-sponsored events, such as Heritage Nights, Walkathon, Movie Nights, and Fall Festival; and

Math and Literacy Game Nights, where families work with staff to learn about state standards and participate in engaging activities.

List of Community Partnerships

At Thomas A. Edison Elementary, we understand the importance of partnering up with individuals, businesses, and agencies in the community in order to help meet the needs and demands of our families and students in our school and community. Here are our community partnerships:

MPAC Sports

Horace Mann (bikes)

United Way (reading Buddies)

Citizens Federal Credit union (reads to students)

Hammond Vet (1st grade)

NIPSCO - (read)

Frank Mrvan - (reads to second grade)

Books Brushes and Bands (presented here and some of our students participate)

Edison Community Watch - (donated bench, recognizes our student groups at their meetings)

Pizza Hut Book It -free pizza rewards for meeting reading goals

Survive Alive

Regional Mental Health

Purdue Calumet - (student teachers & co-teaching support)

Calumet College - (student teachers)

American Heart Association - (Jump Rope for Heart)

Ken Allen law firm - (10 family Christmas shopping spree (100 each to kmart)

FOP Lodge number 51 - (5 families food baskets for families)

Lake County Police Association local 72 - (sponsor christmas for families (2 to meijer for 100 & outback steak lunch)

Lear Local 2335 - (Coats and hats (5 girls, 5 boys - coat, hat gloves each)

Engineering for Kids - Engineering program

Six Flags Read to Succeed - free amusement park pass for meeting reading goal

Hammond Police Department - Officer Muta

Lake Central Lacrosse Team - (donation of many coats for students and families)

Food Drive at school

Edison Resource Pantry - donations by local church, school staff, etc.

Towle Theater (2nd grade)

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Description of the Gaps Identified between the Vision of Excellence and School Profile

Please see link:

<https://docs.google.com/document/d/1pa04w6tOQUTelvDIKjZI6pQiu94LLV7ymO5BNUqTzOI/edit>

Description of Focus Area 1

EngliLA/Boys

At the whole school level, it is in the area of proficiency where we found there to be a difference among gender in the area of reading/ELA with our girls scoring at a level of 16% higher than our boys. The grades which see the greatest discrepancy are Kindergarten, 1st, and 5th grade. The gap closes in 2nd, with the boys actually outperforming the girls by 11%, but then reverses and gradually increases back to 10% in 5th grade. While students are making expected growth, in order to increase proficiency we must support our male students in making greater than annual growth.

Comparing our ILEARN data to these results we found that the proficiency of our 5th grade boys (34%) in ELA was 14% less than that of our girls (48%). Seeing a pattern across the data, we chose proficiency of our 5th grade male students in English/Language Arts as our first focus point.

Description of Focus Area 2

Mathematics/Black Students

Multiple assessments show that our black students are not showing adequate achievement and growth in Mathematics. Beginning in 3rd grade, we find a gap in proficiency between our black students (32%) and our Hispanic (40%) and White students (50%) in mathematics. The gap increases in 4th grade with our black students dropping an additional percent (31%), while our Hispanic students increase to (47%) and our white students remain at 50%. In fifth grade the gap decreases, but not because of increased proficiency by our black students (32%), but rather due to a decrease in proficiency in our Hispanic (42%) and white students (38%).

Comparing these findings to the ILEARN results, we found that the same held true - our black students in 3rd grade passed at 30%, while our Hispanic 3rd graders passed at 43%, and our white 3rd graders passed at 50%. In fourth grade, our black students passed at 36%, while our hispanic 4th graders passed at 51%, and our white fifth graders passed at 50%. In 5th

grade, our black students passed at only 13%, but just as we saw with our NWEA results, our Hispanic and white students reaching proficiency also dropped to 40% and 31% respectively. Based on this data we have identified black students mathematics proficiency as our second Focus Point.

Description of Focus Area 3

Social Emotional Learning

We recognize that regardless of the efforts we place on the academic achievement of our students, if they're social emotional needs are not met, we cannot expect greater levels of proficiency in academics. We are seeing an increase in students who are having difficulty managing their emotions, handling disappointment, and having the ability to express their feelings and frustrations. Outbursts, meltdowns, and an inability to regulate emotions are part of our school day with increasing frequency.

Recognizing the need to increase our own knowledge base in order to better meet the needs of our students, and to be able to implement the Indiana Department of Education's Social and Emotional Competencies, we have identified Social Emotional Learning as our third Focus Point.

V. Collect additional data on focus areas

Additional Data Sources Collected

https://docs.google.com/presentation/d/1E5SDPmDdrhIA3YtEjfKQHx9BkouhZfWgt5L__yQ068w/edit?usp=sharing

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

At the whole school level, it is in the area of proficiency where we found there to be a difference among gender in the area of reading with our girls scoring at a level of 16% higher than our boys on our Spring NWEA Reading Assessment. The grades which see the greatest discrepancy are Kindergarten, 1st, and 5th grade. The gap closes in 2nd, with the boys actually outperforming the girls by 11%, but then reverses and gradually increases back to 10% in 5th grade. While students are making expected growth, in order to increase proficiency we must support our male students in making greater than annual growth.

Comparing these results to ILEARN, Comparing our ILEARN data to these results we found that the proficiency of our 5th grade boys (34%) in ELA was 14% less than that of our girls (48%).

Provide links to the additional data and/or key takeaways from data collected for this focus area:

https://docs.google.com/presentation/d/1E5SDPmDdrhIA3YtEjfKQHx9BkouhZfWgt5L__yQ068w/edit?usp=sharing

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

Beginning in 3rd grade, we find a gap in proficiency between our black students (32%) and our Hispanic (40%) and White students (50%) in mathematics. The gap increases in 4th grade with our black students dropping an additional percent (31%), while our Hispanic students increase to (47%) and our white students remain at 50%. In fifth grade the gap decreases, but not because of increased proficiency by our black students (32%), but rather due to a decrease in proficiency in our Hispanic (42%) and white students (38%).

Comparing these findings to the ILEARN results, we found that the same held true - our black students in 3rd grade passed at 30%, while our Hispanic 3rd graders passed at 43%, and our white 3rd graders passed at 50%. In fourth grade, our black students passed at 36%, while our hispanic 4th graders passed at 51%, and our white fourth graders passed at 50%. In 5th

grade, our black students passed at only 13%, but just as we saw with our NWEA results, our Hispanic and white students reaching proficiency also dropped to 40% and 31% respectively.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

https://docs.google.com/presentation/d/1E5SDPmDdrhIA3YtEjfkQHx9BkouhZfWgt5L_yQ068w/edit?usp=sharing

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

We recognize that regardless of the efforts we place on the academic achievement of our students, if they're social emotional needs are not met, we cannot expect greater levels of proficiency in academics. We are seeing an increase in students who are having difficulty managing their emotions, handling disappointment, and having the ability to express their feelings and frustrations. Outbursts, meltdowns, and an inability to regulate emotions are part of our school day with increasing frequency.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Families	Survey	267	https://drive.google.com/open?id=1BHfTVChC6mHx488KaXYvYrdFhIUrvckp
Staff	Survey	42	https://drive.google.com/open?id=1BHfTVChC6mHx488KaXYvYrdFhIUrvckp
Students	Survey	512 (222 K-2, 290 3-5)	https://drive.google.com/open?id=1BHfTVChC6mHx488KaXYvYrdFhIUrvckp

			ChC6mHx488KaXYvYrdFhIUrvekp
AdvancED committee representatives	Rubric	13	https://drive.google.com/open?id=1BHfTVChC6mHx488KaXYvYrdFhIUrvekp

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
Focus Area 1		
Conclusions from data quality check for Focus Area 1: We feel the data we collected to inform area 1 is adequate. We would like to gather more data this upcoming school year, such as classroom formative assessment data, classroom observation data, and teacher survey data, to further support the need for this focus area.		
Updated description of Focus Area 1 (based on additional data collected during phase five of the CNA process): Multiple assessments show that our 5th grade boys are not showing adequate achievement in English Language Arts.. While they are making growth on NWEA at approximately the same levels as their female peers, they are starting out at lower levels of proficiency, and are therefore not reaching levels of grade level proficiency at the same rate as their female peers. We recognize that we have not been monitoring student achievement in terms of subgroups, and therefore have not given ourselves the opportunities to proactively identify underperforming groups in real time. Qualitative data reveals a lack of curriculum alignment with the standards and a lack of consistency with implementing evidence-based instructional strategies. It is also believed that students are not exposed to higher Depths of Knowledge and questioning on a regular basis in English Language Arts. Although teachers are using summative data from the local assessment to inform instruction, the data is not frequently updated. All of the above are viewed as contributing to low ELA scores. However, more data is needed to support these conclusions.		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

<p><u>ELA</u></p> <ul style="list-style-type: none"> - In the Spring of 2019, we saw a decrease of 27%, in the percentage of 3rd grade students demonstrating proficiency on the ILEARN exam, as compared to the 2018 ISTEP ELA exam. - In the Spring of 2019 we saw a decrease of 8%, in the percentage of 4th grade students demonstrating proficiency on the ILEARN exam, as compared to the 2018 ISTEP ELA exam. - In the Spring of 2019 we saw a decrease of 4%, in the percentage of 5th grade students demonstrating proficiency on the ILEARN exam, as compared to the 2018 ISTEP ELA exam. <p>2018 Data</p> <ul style="list-style-type: none"> -ISTEP+ overall proficiency for ELA is well below state averages and is inconsistent at each grade level year to year; NWEA data also supports this -ISTEP+ ELA all of the subgroups' proficiency in 3rd grade has dropped or has been inconsistent since the 2016 ISTEP+ assessment except for our male and special education subgroups; our NWEA ELA data also supports this -ISTEP+ ELA all of the subgroups' proficiency in 4th grade has dropped or has been inconsistent since the 2016 ISTEP+ assessment except for our LDP students; all of our subgroups have dropped or been inconsistent on our NWEA assessment 	<ul style="list-style-type: none"> -State test scores are low and declining. - Our boys are underperforming. - Need to identify instructional strategies and practices specifically to engage our boys. -Lack of consistency with implementing evidence-based instructional strategies -Curriculum maps are currently being developed in our building or in the district for this subject area -There are no common district assessments for ELA -We are not meeting the rigor required by the standards 	<p>https://docs.google.com/document/d/1MDkFzwj3EPitmU--XBUDrRMu6B1z-McqpLELQOYIzA/edit?usp=sharing</p>
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<p>the past 2 years at this grade level</p> <ul style="list-style-type: none">-ISTEP+ ELA all of the subgroups' proficiency in 5th grade has dropped or has been inconsistent since the 2016 ISTEP+ assessment except for our male, white, and LDP subgroups-ISTEP+ ELA a sharp drop in proficiency occurred from SY 16-17 to SY 17-18 from 3rd to 4th grade-On a building survey, committees of teachers scored us as 'Improvement Necessary' regarding the statement, "Our curriculum is aligned with the standards."-On a building survey, committees of teachers scored us as 'Improvement Necessary' regarding the statement, "There is not a systematic way to determine the extent to which teacher instruction is aligned with standards."-On a building survey, committees of teachers scored us as 'Improvement Necessary' regarding the statement, "Data are used in some teacher team meetings, but is not a standard part of every meeting."		
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Focus Area 2

Conclusions from data quality check for Focus Area 2:

We feel the data we collected to inform area 2 is adequate. We would like to gather more data this upcoming school year, such as classroom formative assessment data, classroom observation data, and teacher survey data, to further support the need for this focus area.

Updated description of Focus Area 2 (based on additional data collected during phase five of the CNA process):

Beginning in 3rd grade, we find a gap in proficiency between our black students (32%) and our Hispanic (40%) and White students (50%) in mathematics. The gap increases in 4th grade with our black students dropping an additional percent (31%), while our Hispanic students increase to (47%) and our white students remain at 50%. In fifth grade the gap decreases, but not because of increased proficiency by our black students (32%), but rather due to a decrease in proficiency in our Hispanic (42%) and white students (38%).

Comparing these findings to the ILEARN results, we found that the same held true - our black students in 3rd grade passed at 30%, while our Hispanic 3rd graders passed at 43%, and our white 3rd graders passed at 50%. In fourth grade, our black students passed at 36%, while our hispanic 4th graders passed at 51%, and our white fourth graders passed at 50%. In 5th grade, our black students passed at only 13%, but just as we saw with our NWEA results, our Hispanic and white students reaching proficiency also dropped to 40% and 31% respectively.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<p>-ILEARN - our black students in 3rd grade passed at 30%, while our Hispanic 3rd graders passed at 43%, and our white 3rd graders passed at 50%. -In fourth grade, our black students passed at 36%, while our hispanic 4th graders passed at 51%, and our white fourth graders passed at 50%. - In 5th grade, our black students passed at only 13%, but just as we saw with our</p>	<p>-Our black students are underperforming. -State test scores are low and declining. -While black students are making equal growth to their peers of other ethnicities, they are not reaching the same level of proficiency. -District curriculum not necessarily aligning with state standards -We are not meeting the rigor required by the standards</p>	<p>https://docs.google.com/document/d/1IW3zSzZMhMPjfs41SmM18a6TjX1f6PNT-34Noivex4/edit?usp=sharing</p>

NWEA results, our Hispanic and white students reaching proficiency also dropped to 40% and 31% respectively.	-Tier 2 and 3 interventions are not occurring for students not meeting standards.	
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Focus Area 3

Conclusions from data quality check for Focus Area 3:

We feel the data we collected to inform area 3 is adequate. We would like to gather more data this upcoming school year, such as from stakeholder surveys, to further support the need for this focus area.

Updated description of Focus Area 3 (based on additional data collected during phase five of the CNA process):

Recognizing the need to support our students in developing the “knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL), and to ensure our staff increases their social emotional knowledge base and skills, we have identified Social Emotional Learning as our third focus area.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
IDOE and district mandates for Social and Emotional Learning	Our teachers have not been trained in SEL, and do not have resources for SEL	It is a new and essential area of education

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	Stakeholder Group(s)	Role(s)
Lynn Lange Simmons	Building Administration	Principal
Stephanie Kovacik	Building Administration	Assistant Principal
Jennifer Meyer	Staff	Instructional Coach
Diana Del Rio, Nancy Johnson	Staff	Preschool teacher
Kim Doppler	Staff	Kindergarten teacher
Denise Labus	Staff	First grade teacher
Alison Simon	Staff	Second grade teacher
Marybeth Michalak	Staff	Third grade teacher
Jennifer Wolf	Staff	Fourth grade teacher
Laura Walker	Staff	Fifth grade teacher
Cheryl Jones	Staff	Special Education teachers
Cristal Alas	Staff	Language Development teacher
Magalay Uribe, Nelly Zurlis	Staff	Language Development aides

II. Review focus areas, key findings, and root causes

*If you **did not** complete the **Comprehensive Needs Assessment (CNA) template**, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.*

*If you **did** complete the **Comprehensive Needs Assessment (CNA) template**, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the*

presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1: <i>(Click here to return to the description of Focus Area 1 from the CNA)</i>	
Modified Description of Focus Area 1: Multiple assessments show that our 5th grade boys are not showing adequate achievement in English Language Arts.. While they are making growth on NWEA at approximately the same levels as their female peers, they are starting out at lower levels of proficiency, and are therefore not reaching levels of grade level proficiency at the same rate as their female peers. Qualitative data reveals a lack of curriculum alignment with the standards and a lack of consistency with implementing evidence-based instructional strategies. It is also believed that students are not exposed to higher Depths of Knowledge and questioning on a regular basis in English Language Arts. Although teachers are using summative data from the local assessment to inform instruction, the data is not frequently updated. All of the above are viewed as contributing to low ELA scores. However, more data is needed to support these conclusions.	
Description of key findings for Focus Area 1 (strength or area for growth)	
<i>(Click here to return to the description of key findings for Focus Area 1 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 1's key findings from the CNA)</i>
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification not needed	https://docs.google.com/document/d/16G6hMjluRV4b6oCz0MmQ6QwQnzRRzZd8g5QggTDTf54/edit

Review of Focus Area 2

Description of Focus Area 2:

(Click [here](#) to return to the description of Focus Area 2 from the CNA)

Modified Description of Focus Area 2:

Beginning in 3rd grade, we find a gap in proficiency between our black students (32%) and our Hispanic (40%) and White students (50%) in mathematics. The gap increases in 4th grade with our black students dropping an additional percent (31%), while our Hispanic students increase to (47%) and our white students remain at 50%. In fifth grade the gap decreases, but not because of increased proficiency by our black students (32%), but rather due to a decrease in proficiency in our Hispanic (42%) and white students (38%).

Comparing these findings to the ILEARN results, we found that the same held true - our black students in 3rd grade passed at 30%, while our Hispanic 3rd graders passed at 43%, and our white 3rd graders passed at 50%. In fourth grade, our black students passed at 36%, while our hispanic 4th graders passed at 51%, and our white fourth graders passed at 50%. In 5th grade, our black students passed at only 13%, but just as we saw with our NWEA results, our Hispanic and white students reaching proficiency also dropped to 40% and 31% respectively.

Description of key findings for Focus Area 2 (strength or area for growth) Root causes for key findings from Focus Area 2

(Click [here](#) to return to the description of key findings for Focus Area 2 from the CNA)

(Click [here](#) to return to the root causes for Focus Area 2's key findings from the CNA)

Modified description of key findings for Focus Area 2 based on the SIP development team's discussion

Modified root causes for key findings based on the SIP development team's discussion

Modification not needed

Modification not needed

<https://docs.google.com/document/d/16G6hMjluRV4b6oCz0MmQ6QwQnzRRzZd8q5QggTDTf54/edit>

Review of Focus Area 3

Description of Focus Area 3:

(Click [here](#) to return to the description of Focus Area 3 from the CNA)

<p>Modified Description of Focus Area 3: Recognizing the need to support our students in developing the “knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL), and to ensure our staff increases their social emotional knowledge base and skills, we have identified Social Emotional Learning as our third focus area.</p>	
<p>Description of key findings for Focus Area 3 (strength or area for growth) Root causes for key findings from Focus Area 3</p>	
<p><i>(Click here to return to the description of key findings for Focus Area 3 from the CNA)</i></p>	<p><i>(Click here to return to the root causes for Focus Area 3’s key findings from the CNA)</i></p>
<p>Modified description of key findings for Focus Area 3 based on the SIP development team’s discussion</p>	<p>Modified root causes for key findings based on the SIP development team’s discussion</p>
<p>No modification needed</p>	<p>No modification needed</p>

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

We make safety a priority at Thomas A. Edison Elementary. Fire drills, active shooter drills, tornado drills, and lockdown drills are practiced throughout the school year. All important information related to school safety is located in a binder for each teacher. We have indoor and outdoor surveillance cameras. Visitors to the building have to be buzzed in and go to the office immediately. This year, construction will take place to add an extra security point to our entry, which will force all visitors into the office without an option to bypass entry. Office staff continuously inform parents and visitors of our sign-in and sign-out procedures, along with requiring identification when applicable to the situation. Visitors staying in the building receive a visitor's pass to wear until they sign out of the building.

We have an Automated External Defibrillator (AED) located in the main office in front of the nurse's office. Teachers are trained in CPR and the use of this device because of the requirement set forth by the Indiana Department of Education. Teachers are trained by the school nurse in the use of EpiPens, as needed, along with being provided class lists with students' identified food allergies.

We have a PBIS plan in place, with a behavior matrix developed for each area of the building, such as the hallways, bathrooms, and cafeteria. During the first 20 days of school, teachers and administrators really stress the desired behavior expectations. Teachers continually review the expectations as needed. We have a school-wide behavior policy in place that communicates with students and parents how students are doing each day with behavior. Our district is currently in the process of developing a Code of Conduct, which provides behavior consequence guidelines and will be consistent building to building. Administration will be rolling this out to staff within a couple of weeks. We are also in the process of developing a crisis plan, developed by the principal and team of staff.

At the beginning of every school year, families receive the School City of Hammond

Parent/Student Handbook, which contains the district policies regarding different school topics. Safety topics are specifically addressed.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>When students and staff feel safe, more learning will occur which will impact this area.</p>	<p>For Focus Area 1:</p> <p>School safety drills take time away from learning.</p>
<p>For Focus Area 2:</p> <p>When students and staff feel safe, more learning will occur which will impact this area.</p>	<p>For Focus Area 2:</p> <p>School safety drills take time away from learning.</p>
<p>For Focus Area 3:</p> <p>When students feel safe, they will be more willing to come to school.</p>	<p>For Focus Area 3:</p> <p>School safety drills can emotionally affect students, where they are afraid to come to school.</p>

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Our curriculum materials are available to review upon request.

Language Arts

Our curricular program is Benchmark. Teachers do supplement as needed. They incorporate

culturally responsive curricular materials and trade books as well. Books and parent involvement materials are sent home throughout the year. Parent workshops and Family Nights are also held to support literacy learning. All of our students in grades K-5 participate in a 120 minute literacy block at least four days a week. After the whole group lesson, students may receive additional interventions or enrichment.. There is also Title One reading intervention available for small groups of students at every grade level K-5 who struggle with literacy learning. Teachers utilize station rotation time to pull individuals or small groups of students to practice the skills they are struggling with, while the other students work on hands-on activities or technology to reinforce what they are learning in class. Support staff also support students during this time.

Mathematics

Our curricular program is Envision. This program is new to us this year, and we are receiving ongoing professional development from the publishers and district. Several staff members piloted the program last year, and as we are departmentalized in 3-5 grade, it is our hope that the students in those classrooms will see the benefit of their teacher having had experience with the new program. Our teachers had to supplement quite a bit with our previous program. We are hopeful that won't be the case with Envision.

Social Studies

This subject is integrated within the literacy block or taught by itself in order to address state standards. Trade books are utilized as well to deliver content. Our curricular program is Pearson my World. Some of our teachers also use Scholastic News to bring in current events.

Science

This subject is integrated within the literacy block or taught by itself in order to address state standards. Trade books and leveled readers are utilized as well. Our curricular program is Scott Foresman Science. Our district just purchased a program for the elementary schools called Defined Stem, which is a project-based learning resource that provides engaging hands-on STEM lessons to enhance the core curriculum.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: Curricular resources provide support.	For Focus Area 1: We do not have current district or building curriculum maps for ELA. We do now have a scope and sequence, and the curriculum maps will be developed this school year.
For Focus Area 2: Curricular resources provide support.	For Focus Area 2: We have a new adoption for math which typically creates a situation where scores will go down as teachers are learning the new program.

For Focus Area 3: N/A	For Focus Area 3: N/A
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Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school’s interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school’s expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

ILEARN measures student achievement and growth in the areas of Language Arts, Mathematics, Science, and Social Studies according to Indiana Academic Standards. for our grades 3-5 students every year in the spring.

NWEA assessments are administered three times a year that measure growth, project proficiency on high-stakes tests, and inform how educators should differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they are ready to learn.

WIDA ACCESS is the English Language Proficiency Assessment administered in Indiana to identified English Learners in order to determine a student’s level of English proficiency. This is administered once a year in February.

IREAD-3 is an assessment based on the Indiana Academic Standards that measures foundational reading standards of third grade students each spring.

CogAT (The Cognitive Abilities Test) is a K-12 assessment administered to our first graders in our district once a year in February. It is intended to estimate students’ learned reasoning and problem-solving abilities through a battery of verbal, quantitative, and nonverbal test items.

End of Unit Math common assessments at each grade level. This assessment measures how well students have mastered the content and standards in that unit.

Daily exit tickets - these are used to help teachers see what students are succeeding at or struggling with at the end of a lesson in order to adapt/plan instruction for the next day.

After every NWEA test, data dig forms are distributed to individual teachers and grade level teams so they can see what strengths and areas of need are in their own classrooms and within the grade level as a whole using this summative data. We also use professional development time as a whole staff to monitor and reflect on the progress of our students overall, but especially in relation to the School Improvement Goals we have developed as a staff. During grade level team meetings, teachers are asked to set aside time for data talks using formative and summative data and to use that information to plan whole group and small group instruction. We also use the ISTEP+ and IREAD-3 data similarly.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Assessment data is key to planning meaningful instruction.	For Focus Area 1: All of the testing takes away from core instruction.
For Focus Area 2: Assessment data is key to planning meaningful instruction.	For Focus Area 2: All of the testing takes away from core instruction.
For Focus Area 3: Assessment data can provide insight to how poor attendance impacts achievement.	For Focus Area 3: N/A

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?

4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

At Thomas A. Edison Elementary, we work very hard to follow the principles in our teacher evaluation tool that highlight best instructional practices. We have a focus on logical sequence and segmenting of lessons, following the gradual release of responsibility in every lesson. Teachers make it a priority to model his or her performance expectations in every lesson. They consistently incorporate different types of thinking into their lessons. Teachers demonstrate necessary content knowledge. They use formative and summative data to inform/adjust instruction. They try to incorporate more technology into lessons to engage learners. Teachers in our building hold high academic and behavioral expectations for all students. They circulate and observe students during guided practice and collaborative work and allow more checks for understanding in order to adjust their instruction during lessons.

What we plan to do more of in the building is really planning for meaningful collaborative work among students instead of just a teacher-centered approach. Personalizing the content more for students can help engage them a bit more. For example, using analogies to connect concepts with students' backgrounds will not only engage them, but also make the learning meaningful to them. We also realize the importance of pushing more higher-order thinking and questioning into lessons. Providing professional development that showcases evidence-based instructional strategies that have proven to work will be so important. What we need to do better with is providing follow-up and feedback to teachers after the pds by the principal, assistant principal, and instructional coach to see the carryover into the classrooms. Looking at evaluation and walkthrough data to see if instructional strategies are evident in the classrooms is a great next step as well.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: Using evidence-based instructional strategies improves instruction.	For Focus Area 1: Teachers need additional strategies targeting male students.
For Focus Area 2: Using evidence-based instructional strategies improves instruction.	For Focus Area 2: Teachers need additional strategies effective with black students.
For Focus Area 3:	For Focus Area 3:

<p>We will model for students the traits and skills that will facilitate not only their academic growth but also the social-emotional growth that will be essential to their future success</p>	<p>Teachers need professional development and resources for social emotional learning.</p>
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Description of Core Component: Cultural Competency

1. Provide an overview of the school’s cultural competency strategies, including, but not limited to:
 - A description of the school’s methods for improving the cultural competency of the school’s teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students’ cultures;
 - A description of how teachers and staff will utilize resources in the students’ communities;
 - A description of the school’s methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment.

We work hard to foster an environment in the building that respects and appreciates diversity. We communicate high expectations to all students. Teachers take the time to learn about their students and use that knowledge to make decisions in their lessons that will impact student learning, such as providing accommodations to those students who may need the extra support. Teachers plan lessons that tie in different cultures. We make an effort to celebrate different cultures not only during the school day but through special events such as Heritage Nights, where staff, families, and the community can come and celebrate.

All communication is sent home in both English and Spanish. Our office staff is bilingual, as are many other staff members.

Gap Analysis: Cultural Competency

<p>How will the school’s cultural competency plan also help the school address its focus areas?</p>	<p>In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: The cultural competency plan will help us to listen to students more so we can better meet their needs.</p>	<p>For Focus Area 1: Teachers could unintentionally let negative perspectives of parents and families dissuade them from getting to know their students better.</p>

For Focus Area 2: The cultural competency plan will help us to listen to students more so we can better meet their needs.	For Focus Area 2: Teachers could unintentionally let negative perspectives of parents and families dissuade them from getting to know their students better.
For Focus Area 3: The cultural competency plan will help make students feel more welcome in the building.	For Focus Area 3: N/A

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
 2. What strategies will the school use to increase family and community engagement, including family literacy programs?
 3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
 4. How will the school keep parents apprised of services offered by the school?
 5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?
- Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.*

At Thomas A. Edison Elementary, opportunities for family involvement throughout the school year are available. Families are invited to the school to participate in the Title I annual meeting and Back-to-School Night to meet the teachers, PTA-sponsored activities, school programs like Music performances and Side-by-Sides, and parent-teacher conferences.

The night before school begins, families are invited to attend the annual Title 1 Program parent meeting and Meet The Teacher night. An overview of the Title 1 Program is presented, and parents are given opportunities to pose questions.

Our third grade teachers also host a parent informational night relating to the IREAD-3 assessment. A presentation is given by our principal about the test, and then families are able to participate in take-home station activities that can help prepare students for this important test.

Parents are encouraged to join our Parent-Teacher Association (PTA). The PTA sponsors several events throughout the year including fundraisers, game nights, Heritage Nights, school carnival, Fall Festival, etc. This is communicated through letters home, along with face-to-face communication at special events held in the evening at school.

Parent conferences are conducted twice a year in the fall and winter, with individual conferences held throughout the year as requested by either the teachers or the parents.

Parent signatures are required on some documents such as the Annual Parent meetings and Academic Nights that teachers put on, parent-school compact, and any school event sign-in sheets that parents attend. The signed forms are retained on file with our Family Involvement Coordinator.

Parents of special education students are encouraged to attend annual case conferences.

We have staff interpreters available for any families with language barriers. All handouts and all calls for families are provided in English and Spanish.

In our office, we have many brochures displayed of available programs and resources for families such as Regional Mental Health Services and YMCA care.

Parents have the ability to access PowerSchool, our online data management system, to monitor assignments and grades. Passwords and instructions to use this program are available in the office. Teachers enter all previous week's grades every Monday by 9 am. However, PowerSchool is new to us this year, and there have been multiple glitches.

Parent letters are sent home quarterly by each grade level describing what academic skills they will be working on and tips for what parents can do to support their child at home.

Edison school-parent compact [here](#)

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 1: Our plan needs to do more with presenting parents with information on state testing and the current reality of our building.
For Focus Area 2: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 2: Our plan needs to do more with presenting parents with information on state testing and the current reality of our building.
For Focus Area 3: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 3: Our plan needs to do more with sharing school-wide data with parents, such as attendance percentages.

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

The goal at Thomas A. Edison Elementary School is for implementing more technology into our instructional program to enhance student achievement and engage our learners. In our building, we have three computer labs. Two of the labs are open for classes to come in and work with teachers on special assignments or programs. The third lab is mostly for computer classes to come in and work on an individualized online program. Our library is also utilized for technology classes working with our media specialist on Chromebooks. Our grades 3-5 are all one-to-one with Chromebooks. We also have five other Chromebook carts available for grades K-2 to use with students.

Teachers generally use technology in our building to build the background of students, connect content to real life, to engage and motivate students, to provide visual information, for interactive participation, as well as for differentiated instruction.

We use support from downtown personnel like the district technology coach, the school's media specialist, the instructional coach, plus teachers to provide relevant and meaningful training on technology usage in our building.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Technology increases the opportunities to vary classroom instruction and helps with student engagement.	For Focus Area 1: Plan is not specific enough yet.
For Focus Area 2: Technology increases the opportunities to vary classroom instruction and helps with student engagement.	For Focus Area 2: Plan is not specific enough yet.
For Focus Area 3: Technology can motivate students to come to school and want to learn.	For Focus Area 3: N/A

Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

A Head Start program is housed in Thomas A. Edison Elementary School. The Head Start teachers collaborate regularly about instructional strategies. Cross-collaboration meetings occur at least once a quarter for Head Start teachers and kindergarten teachers to collaborate.

PACT (Parents and Children Together) Preschool is also offered at Edison for four year olds. This half day program is funded through Title 1 and requires parent involvement in the classroom and at workshops offered by the teacher.

Gap Analysis: Transition to Elementary School

How will the school’s transition to elementary school supports also help the school address its focus areas?	In what ways does the school’s transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: The transition to elementary school plan helps to ensure students arrive to kindergarten prepared and ready to learn.	For Focus Area 1: Kindergarten screening is not done in the district, so teachers are not aware of student backgrounds and abilities until they assess after the school year has already started.
For Focus Area 2: The transition to elementary school plan helps to ensure students arrive to kindergarten prepared and ready to learn.	For Focus Area 2: Kindergarten screening is not done in the district, so teachers are not aware of student backgrounds and abilities until they assess after the school year has already started.
For Focus Area 3: N/A	For Focus Area 3: N/A

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

2. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
3. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?

4. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
5. How will all students be provided opportunities to demonstrate employability skills?
6. How will all students have an opportunity to complete a postsecondary readiness competency?

NOT APPLICABLE

Gap Analysis: High School Graduation Supports

How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: N/A	For Focus Area 1: N/A
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Curriculum – Curricular resources provide support to help students master the content and standards.

Assessment - Assessment data is key to planning meaningful instruction.

Instruction - Using evidence-based instructional strategies improves instruction.

Family Engagement - The family engagement plan encourages parents to be active

participants in their child's educational experience.

Technology - Technology increases the opportunities to vary classroom instruction and helps with student engagement.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

A process for developing a district curriculum map for ELA is needed, and in progress. The scope and sequence has been completed. There is also a need for district common formative assessments, which ideally will align

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

The district is in the process of developing curriculum maps for ELA and math.

Hale, J. A. & Dunlap, R. E. (2010). *An educational leader's guide to curriculum mapping: Creating and sustaining collaborative cultures*. Thousand Oaks, CA: Corwin Press.

Jacobs, H. H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: ASCD

[Klute, M., Apthorp, H., Harlacher, J., & Reale, M. \(2017\). Formative assessment and elementary school student academic achievement: A review of the evidence \(REL 2017-259\). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from http://ies.ed.gov/ncee/edlabs.](http://ies.ed.gov/ncee/edlabs)

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Curriculum – Curricular resources provide support to help students master the content and standards.

Assessment - Assessment data is key to planning meaningful instruction.

Instruction - Using evidence-based instructional strategies improves instruction.

Family Engagement - The family engagement plan encourages parents to be active participants in their child's educational experience.

Technology - Technology increases the opportunities to vary classroom instruction and helps with student engagement.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

Teachers need to adapt the curriculum and vary instructional strategies to address this goal in order to meet the rigor of the standards on state assessments.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

We will use professional development time and collaboration team time for teachers to research and create a schedule of introducing multi-step problems into weekly instruction. Teachers will need to locate sample problems or create their own.

[Berry, B., Daughtrey, A. & Wieder, A. \(2009\). Collaboration: Closing the Effective Teaching Gap.](#)

[Camburn, E. \(2010\). Embedded Teacher Learning Opportunities as a Site for Reflective Practice: An Exploratory Study. American Journal of Education.](#)

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

Safe Learning Environment - When students feel safe, they will be more willing to come to school.

Cultural Competency - The cultural competency plan will help make students feel more welcome in the building.

Family Engagement - The family engagement plan encourages parents to be active participants in their child's educational experience.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

Teachers do not yet have the knowledge and skills to support students with Social Emotional Learning.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Our whole staff began focusing on Social Emotional Learning at our Back to School Retreat in August. Teachers indicated a need to increase their understanding of strategies and practices to support students' socially and emotionally.

CASEL *"The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, we collaborate with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy."*
<https://casel.org/>

Fostering Resilient Learners: Strategies For Creating a Trauma-sensitive Classroom
Kristin Souers-Peter Hall - Hawker Brownlow Education - 2016

V. Design a professional development plan

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan

Set Goals

Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.

PD Goal #	Goal Description	Goal Rationale
1	Provide PD on varying instructional strategies and DOK to try to enable our 5th grade boys to make greater than one year's growth in ELA, so that they can meet the same levels of proficiency as their female peers. .	It is necessary for our teachers to be consistent in lesson delivery, yet they need to be able to implement instructional strategies that will appeal to, engage, and support our male student to higher levels of achievement.
2	Provide PD on instructional strategies and methods to engage and support our black students in making greater than one years growth in Math, so that they can meet the same levels of proficiency as their white and hispanic peers.	It is necessary for our teachers to be consistent in lesson delivery, yet they need to be able to implement instructional strategies that will appeal to, engage, and support our black student to higher levels of achievement.
3	Whole staff PD and book studies to increase our ability to meet the social emotional needs of our students.	The better we are able to meet these needs, and to teach our students the ability to manage their emotions, the more success we will see academically as well.

Professional Development Offerings

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Instructional Coach will provide professional development on instructional strategies for boys.	-Continued pd on those topics -Classroom walkthroughs -PD reflection/planning time
2	-Provide pd with data analyzing assessments by subgroups to ensure that we are monitoring the achievement of students. - Improve our cultural knowledge of our black students to better meet their academic needs.	-Feedback to grade level teams' progress -Classroom walkthroughs -Attending collaboration meetings to offer support
3	Whole staff book study	Professional Development Time

	Fostering Resilient Learners: Strategies For Creating a Trauma-sensitive Classroom Kristin Souers-Peter Hall - Hawker Brownlow Education - 2016	
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Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	As measured by NWEA - in the winter to see if we are on track for increased proficiency of our male students in ELA	N/A
2	As measured by NWEA - in the winter to see if we are on track for increased proficiency of our male students in Math	N/A
3	Fostering Resilient Learners: Strategies For Creating a Trauma-sensitive Classroom Kristin Souers-Peter Hall - Hawker Brownlow Education - 2016	Data to show i

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	-PD Exit Tickets -Classroom Walkthroughs -Teachers' Objective Boards -Any Formative Assessment Data -Analysis of NWEA assessment data by subgroup	Every four weeks the principal, assistant principal, and instructional coach will meet to review what has been observed in the classrooms as well as any data collected from grade level teams and pd feedback

2	<ul style="list-style-type: none"> -PD Exit Tickets -Classroom Walkthroughs -Teachers' Objective Boards -Any Formative/Summative Assessment Data -Collaboration team notes -Analysis of NWEA assessment data by subgroup 	<p>Every four weeks the principal, assistant principal, and instructional coach will meet to review what has been observed in the classrooms as well as any data collected from grade level teams and pd feedback</p>
3	<ul style="list-style-type: none"> Discipline data PD Agendas Survey feedback Observational data from walkthroughs 	<p>We will collect evidence of strategies and practices focusing on SEL through walkthroughs and observational data.</p>

VI. Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.

<https://docs.google.com/spreadsheets/d/13oTD5WJmfW8XoTraV2dVzQvo2rruCoxNbItID3DQg54/edit#gid=857395690>